

EMS Officer I

Module 3

Chapter 11

Working in the Community

Working in the Community Objectives

Discuss the role of demographics in EMS department—community relations.

Discuss the role of EMS safety education in risk reduction.

Working in the Community Objectives

List and describe opportunities for public education.

List and describe steps to develop public education programs at the local level.

Introduction

Volunteer EMS agencies were often established by community members after a local disaster.

During the 1950's – 1960's and even today, EMS stations are still often used for public meetings and assemblies.

Introduction

The EMS agency continues to be viewed as a member of the community.

The EMS officer is the EMS agency representative.

- Ensures that the community's needs are being addressed

Understanding the Community

EMS officer should develop a good understanding of the population and demographics of the area.

- A variety of techniques may be applied to ensure that the department is delivering the appropriate services and information to the community.

Understanding the Community

The United States is becoming increasingly more multiethnic.

- Emergency services and public education have to meet the needs of the community.

Risk Reduction

EMS agencies should strive to reduce health and safety risks within the community.

Today's EMS service takes on the role of preventing many non-EMS incidents.

- Some degree of culture shift is needed.

Risk Reduction - Two Levels of Need

- There are 2 levels of need:
 - Systemic – Identifying community risks
 - Individual – Identifying individual or family risks (

Risk Reduction – Systemic Needs

Systemic needs

- Addressed through developing programs to reduce risk – (bike helmet program)
- Often identified at the departmental or community level

Risk Reduction - Individual Needs

Individual needs

- Can be encountered in private homes
- EMS officer needs to learn which community programs are available

Risk Reduction

A EMS officer should be knowledgeable about community programs before being asked for the information.

- Brochures or information packets

Responding to Public Inquiries

Treat all requests professionally.

Seek out any unknown information immediately.

If the request is not within your level of authority, provide a method of moving the request to the level where it can be resolved.

Responding to Public Inquiries

Many agencies have specific policies on handling citizen inquiries.

- Understand and follow these policies to avoid the appearance of unfairness or disciplinary action.

Public Education

Programs vary greatly among EMS agencies

- Some have dedicated staff for public education programs.
- Some adopt national programs.
- Often times programs are developed at the local level.

Public Education

Examples of public EMS education programs:

- Car seat safety classes and checks
- Community CPR programs
- Bicycle Safety Helmet programs
- EMS reminders to check for expired, unwanted and unused medicines
- Public access defibrillator programs

Public Education

EMS officers often have to transmit the program's message to its intended audience.

The goal of a public safety education program is to prevent injury, death, or loss due to EMS or other incidents.

Public Education

Four objectives:

- Educate on how to change behavior
- Instruct on how to perform specific tasks
- Inform about EMS safety issues
- Distribute information on timely subjects

Public Education

An educational presentation is successful when it causes a change of behavior.



National and Regional Public Education Programs

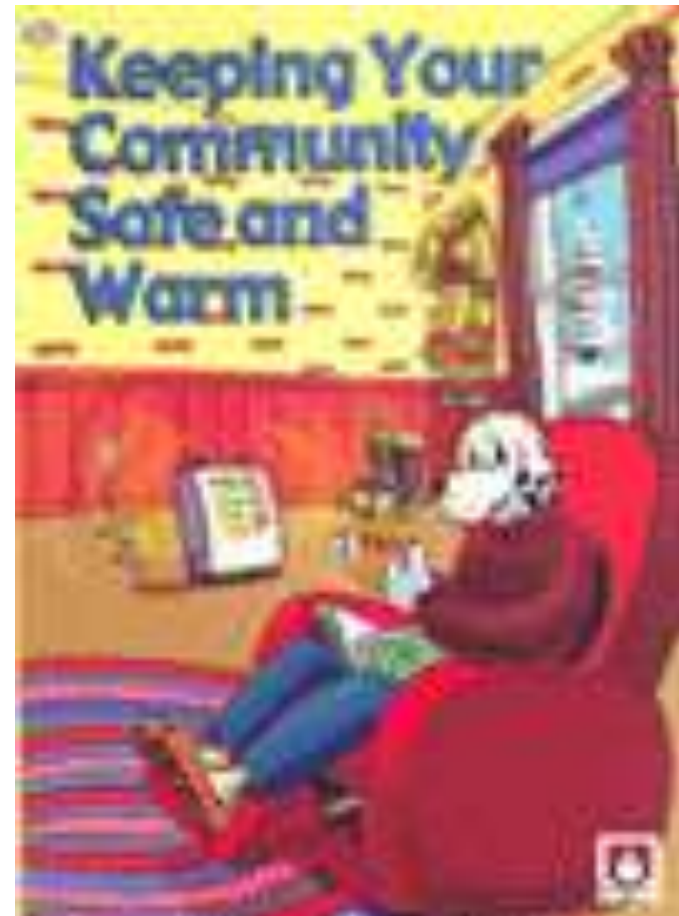
Developed by:

- Department of Health and Human Services (HHS)
- Department of Transportation, National Highway Traffic Safety Administration (NHTSA)
- National Association of EMTs (NAEMT)
- American Heart Association (AHA)
- National Fire Protection Association (NFPA)
- Other associations and groups

National and Regional Public Education Programs

Risk Watch

- Developed by the NFPA
- School-based program
- Gives children and families the skills and knowledge needed to create safer homes and communities
- Divides curriculum into lessons



National and Regional Public Education Programs

CERT

- Helps citizens understand how to help in many disaster-type situations
- Groups can provide assistance to victims and collect disaster intelligence



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National and Regional Public Education Programs

CERT

- The Emergency Management Institute and National EMS Academy adopted and expanded the CERT materials.
- CERT was moved under the Citizen Corps in 2004.
- Instructors complete a CERT Train-the-Trainer Program.

National and Regional Public Education Programs

CERT training topics:

- Safety and utility control
- Disaster medical operations
- Light search-and-rescue operations
- Disaster psychology
- Terrorism and CERT

National and Regional Public Education Programs

- Safe Kids Worldwide is a global organization dedicated to preventing injuries in children.



National and Regional Public Education Programs

Safe Kids Programs include:

- Button Battery Safety
- Fire Safety
- In and Around Cars
- Medication Safety
- Pedestrian Safety
- Sports Safety
- Child Passenger Safety Seat Certification Training
- TV and Furniture Safety
- Water, Travel, and Fire Safety for preschool children

Locally Developed Programs

Many regional and national public education programs have been started within local EMS agencies.

Examples:

- Rider Alert(motorcycle safety program)
- Crossing Alert
- Hands Only CPR
- EMS Camp

Summary

- The EMS agency is community-based and more decentralized than most of the local government.
- Each community has unique needs.
- The EMS officer should be prepared to respond to or appropriately route community inquiries.
- An important method of preventing injuries, illness and death is to change behavior through public education programs.
- The EMS officer should be prepared to provide community education.

Chapter 12

Handling Problems, Conflicts, and Mistakes

Objectives

Describe how to manage conflict.

Describe how to deal with citizen complaints.

Describe how to recommend and develop policies and policy changes.

Describe how to implement policies.

Describe the difference between customer service and customer satisfaction.

Introduction to Problems

Problem: difference between a current situation and desired situation

- Emergency incidents present problems that require special problem-solving skills.
- Nonemergency situations require conventional problem-solving skills.

Introduction to Problems

Decision-making skills are guided by:

- Organizational values
- Guidelines
- Policies
- Procedures

Introduction to Problems

Complaint: expression of grief, regret, pain, censure, resentment

Conflict: state of opposition between two parties

- Complaint is often the manifestation of a conflict.

Introduction to Problems

Mistake: error or fault resulting from bad judgment, deficient knowledge, or carelessness

Four broad categories:

- Internal agency issues
- External issues
- High-profile incidents

Introduction to Problems



General Decision-Making Procedures

1. Define the problem.
2. Generate alternative solutions.
3. Select a solution.
4. Implement the solution.
5. Evaluate the result.

Define the Problem

Pay attention:

- “Management by walking around”

Define the Problem

Fear versus trust:

- EMS officer should foster trusting relationship with EMS personnel.
- Information is required for effective problem solving.
- If trust is not present, no information will be passed to the EMS officer.

Define the Problem

Ask basic questions:

- Peter Drucker encouraged managers to question the value of each organizational activity once a year.

How quickly do you get bad news?:

- Create a work environment that encourages EMS providers to report bad news immediately.

Generate Alternative Solutions

Involve anyone with direct knowledge of the problem.

Use brainstorming.

Should the EMS chief participate?

Do EMS personnel feel comfortable sharing ideas?

Is the process legitimate?

Generate Alternative Solutions

Write the problem on a easel chart, whiteboard, or chalkboard.

Give the group a time limit to generate ideas.

Tell everyone to bring up alternative solutions.

Generate Alternative Solutions

Once time is up, have the group select the five ideas they like best.

Write out five criteria for judging which solution best solves the problem.



Generate Alternative Solutions

Have every participant rate the five alternative solutions, using a 0 to 5 scale.

Add up the scores for each idea.

The idea with the highest score is the best problem solution.

Select a Solution

One factor is the core value system of your agency.

For example, participation in local neighborhoods may be a core value.

- Then, a solution that increases involvement in the neighborhood would be preferred.

Implement the Solution

Often the most challenging aspect of problem solving

Establish who does what when.

No deadline means no implementation.

Plan B:

- Could be extended implementation schedule, modified plan, or completely different solution

Evaluate the Results

Assess whether the solution produced the desired results.

Change the plan if necessary.

Get feedback from the people who identified the original problem.

Managing Problems



Managing Problems

EMS officer might be faced with complaints about:

- Co-worker
- Work environment
- EMS agency policy or procedure
- EMS officer's own behavior, decisions, or actions

Managing Problems

Conflict resolution model:

- Listen and take detailed notes.
- Active listening
- Paraphrase and receive feedback.
- Do not explain or excuse.

Managing Problems

Investigate the complaint:

- Even if the foundation seems weak
- Obtain additional information.

The product of an investigation is a report.

- Identify and clearly explain the issues.
- Provide complete background information.
- Include a recommended action plan.

Managing Problems

EMS officer presents findings to a supervisor.

Four possible responses:

- Take no further action.
- Suggest an alternative solution.
- Refer the issue to the office or person who can provide a remedy.

Managing Problems

Follow up with the complainant to see if the problem is solved.

Never Fail to
Follow Up



Citizen Complaints

Citizen might complain about:

- Conduct or behavior of a EMS provider (or group of EMS personnel)
- EMS agency performance or service delivery (bedside manners)
- EMS agency policy

EMS officer takes notes and is an active listener.

Citizen Complaints

EMS officer may be able to resolve the problem.

Some problems require empathetic listening and then explaining the reason for a procedure.

Follow your agency's policies and procedures.

Problem may have to be forwarded to a supervisor.

Emotions and Sensitivity

Four-step model for conflict resolution when emotions are high:

- Drain the emotional bubble.
- Understand the complainant's viewpoint.
- Help complainant feel understood.
- Identify complainant's expectations for resolution.

Policy Recommendations

EMS officer is in direct contact with EMS providers and citizens.

- The officer is in a good position to recommend new agency policies.

EMS officer must understand the procedure for adopting new policies within the agency.

Policy Recommendations

EMS officer should carefully identify the problem and develop documentation.

Use problem-solving techniques.

Written proposal is then presented to supervisor, who may pass it on to chief and review committee.

Policy Recommendations

Implementing policies:

- EMS officer communicates the new or amended policy to subordinates.
- All EMS personnel should read the policy and sign off that they understand.
- EMS officer evaluates employee's actions against the policy.
- Regular reviews should occur.

Implementation is Important

- Follow your agency's procedures and guidelines on implementing new procedures.

Customer Service versus Customer Satisfaction

“Customer service” is a term adopted from the retail business.

- Focuses on fixing problems
- Straightens out procedural glitches
- Corrects errors of omission
- Providing information
- Meeting customer’s expectations
- Important to jurisdiction

Chapter 5

Safety and Risk Management

Safety and Risk Management Objectives

Discuss how to develop an incident action plan.

Describe the initiatives that have been implemented to reduce EMS provider injuries and deaths.

List the most common causes of personal injury and deaths to EMS providers.

Safety and Risk Management Objectives

Describe principles to prevent emergency incident injuries.

Describe safety considerations for the EMS agencies.

Describe the components of an infectious disease control program.

Safety and Risk Management Objectives

Describe procedures for conducting and documenting an accident investigation.

List the elements of a post incident analysis.

Incident Safety Officer is a Stand Alone Class

- Additional material on the duties of an Incident Safety Officer can be obtained from the separate class of the same name – ISO..

Introduction

EMS operations often include high-risk situations.

The EMS officer is responsible for ensuring that every provider completes every incident without serious injury, disability, or death.

Introduction

The EMS officer:

- Identifies hazards and mitigates dangerous conditions
- Identifies and corrects behaviors that could lead to injury or death
- Sets a good example

EMS Provider Death and Injury Trends

The EMS officer develops an incident action plan:

- Addresses and minimizes chances of harm
- Identifies and controls factors that might lead to injury or death

Prevention depends on the ability to avoid the events leading to injury or death.

Everyone Goes Home

EMS providers must work in teams.

EMS officers must maintain accountability for all members working under their supervision.

Reliable two-way communications must be maintained.

E.V.E.N.T.

EMS Volunteer Event Notification Tool (E.V.E.N.T.) is a program designed to improve the safety, quality and consistent delivery of Emergency Medical Services (EMS). It collects data submitted anonymously by EMS practitioners.

E.V.E.N.T. was developed by CLIR and endorsed by NCEMSI, , NEMSMA, PCC, NAEMT and NASEMCO.

Reducing Deaths from Sudden Cardiac Arrest

Changes in lifestyle can often reduce the risk of a fatal heart attack.

Fitness should be a personal priority.



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Reducing Deaths from Motor Vehicle Collisions

Collisions account for the largest percentage of traumatic deaths.

Prevention:

- Obeying traffic laws
- Using seat belts
- Driving sober
- Controlling speed

Reducing Deaths from Motor Vehicle Collisions

Only personnel who have completed a driver training program should operate EMS vehicles.

The EMS officer is responsible for ensuring that drivers follow the rules of the road.

Reducing Deaths from Emergency Scene Operations

- Maintaining crew integrity
- The EMS officer must know the location and function of every crew member.
- Use of an accountability system
- Situational awareness
- Risk-Benefit Analysis

Qualifications to Operate as an Incident Safety Officer

General knowledge requirements:

- Safety and health hazards involved
- Infectious Disease Reporting
- Personnel accountability system
- Incident scene rehabilitation

Typical Incident Safety Officer Tasks

Ensure hazard areas are established and communicated to members.

Ensure zones are marked and communicated to members.

Ensure an accountability system is used.

Typical Incident Safety Officer Tasks

Initiate investigation procedures.

Evaluate hazards associated with a landing zone.

Ensure compliance with the infection control plan.

Ensure that rehabilitation and stress management are provided.

Incident Scene Rehabilitation

Rehabilitation:
process of providing rest,
rehydration, nourishment,
and medical evaluation to
members involved in
strenuous operations



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Creating and Maintaining a Safe Work Environment

Safety programs must address preventing injuries AND fatalities.

Safety Policies and Procedures

The EMS officer needs to:

- Understand each policy.
- Follow all policies and procedures.
- Ensure that subordinates follow them.

Health and Safety Pledges

- Provider Health and Safety Pledge
 - Safe driving
 - Seat belt use
 - PPE use
- Agency Health and Safety Pledge
 - Encourage provider
 - Safe driving
 - Seat belt use
 - PPE use

Safety Policies and Procedures

Methods of ensuring EMS providers understand policies and procedures:

- Require members to sign a document acknowledging an understanding.
- Read and explain each policy.
- Have members read the policy and lead a discussion.
- Watch videos of incidents.

Safety Policies and Procedures

Sources to review safety policies:

- “Report of the Week”
- “The Secret List”
- Information posted by the ERSI
- Incident videos collected by STATter911.com
- NIOSH case studies

Emergency Incident Injury Prevention

Physical fitness

- EMS providers in good physical condition are less prone to injury and risk of heart attack.

Personal protective equipment

- Infection Control
- Extrication Gear
- Safety Vests



Infection Control Program

Components:

- Policy identifying and limiting exposures
- Risk management plan
- Annual training and education
- Designated infection control officer
- Access to appropriate immunizations
- Plan for handling exposure incidents

Infectious Disease Exposure

After exposure, wash the affected area with soap and running water.

Notify the infection control officer.

Inform the exposed individual about counseling and testing services.

IMPORTANT: Know your own agency's policy!

Infectious Disease Exposure

Document exposures using a standardized reporting form:

- Description of how exposure occurred
- Mode of transmission
- Entry point
- Use of personal protective equipment
- Medical follow-up and treatment

Sample Infectious Disease Exposure Form - Example Only

Exposure Event Number: _____

Sample Blood and Body Fluid Exposure Report Form

Facility name: _____

Name of exposed worker: Last _____ First: _____ ID #: _____

Date of exposure: ____/____/____ Time of exposure: ____:____ AM PM (Circle)

Job title/occupation: _____ Department/work unit: _____

Location where exposure occurred: _____

Name of person completing form: _____

Section I. Type of Exposure (Check all that apply.)

☐ Percutaneous (Needle or sharp object that was in contact with blood or body fluids)
(Complete Sections I, III, IV, and V.)

☐ Mucocutaneous (Check below and complete Sections III, IV, and V.)
____ Mucous Membrane ____ Skin

☐ Bite (Complete Sections III, IV, and V.)

Section II. Needle/Sharp Device Information
(If exposure was percutaneous, provide the following information about the device involved.)

Name of device: _____ ☐ Unknown/Unable to determine

Brand/manufacturer: _____ ☐ Unknown/Unable to determine

Did the device have a sharps injury prevention feature, i.e., a "safety device"?

☐ Yes ☐ No ☐ Unknown/Unable to determine

If yes, when did the injury occur?

☐ Before activation of safety feature was appropriate ☐ Safety feature failed after activation

☐ During activation of the safety feature ☐ Safety feature not activated

☐ Safety feature improperly activated ☐ Other: _____

Describe what happened with the safety feature, e.g., why it failed or why it was not activated: _____

Section III. Employee Narrative (Optional)

Describe how the exposure occurred and how it might have been prevented:

NOTE: This is not a CDC or OSHA form. This form was developed by CDC to help healthcare facilities collect detailed exposure information that is specifically useful for the facility's prevention planning. Information on this page (B1) does meet OSHA sharps injury documentation requirements and can be copied and filed for purposes of maintaining a separate sharps injury log. Procedures for maintaining employee confidentiality must be followed.

4-7 Sample Blood and Body Fluid Exposure Report Form

Page 1 of 2

Courtesy of CDC

Accident Investigation

Accident Investigation

An accident investigation should:

- Determine the cause and circumstances
- Identify corrective actions needed

Ensure all required documentation is complete and accurate.

Accident Investigation and Documentation

Investigation consists of three phases:

- Identification and collection of evidence
- Interviews with witnesses
- Written documentation

The EMS officer has a duty to be fair and unbiased during the investigation.

Post Incident Analysis

Based on the written report of the incident, safety officer should include information relating to safety and health issues involved with the incident.

EMS Agency Building Safety

EMS Agency Building Safety

Clothing

- Protective clothing should never be worn in the living quarters of the station.
- Clothing should be inspected regularly.

EMS Agency Building Safety

Housekeeping

- Remove standing water.
- Clear walking traffic flow areas.
- Maintain fire extinguishers.
- Regularly wash hands.
- Do not leave vehicles running inside the building.

EMS Agency Building Safety

Lifting techniques

- Never bend at the waist.
- Bend at the knees and lift by standing straight up.
- Seek additional help when needed.

Summary

The EMS officer is responsible for ensuring every provider completes every incident without serious injury, disability, or death.

Vehicle collisions account for the largest percentage of traumatic EMS provider deaths.

RE-NAME CHAPTER

Chapter 19

MOVE Crew Resource Management TO OFFICER II

Communications Skills

Communication Skills

Communication: the successful transfer and understanding of a thought

Airline disaster miscommunication:

- Misinterpretation of instructions
- “Fighter pilot” mentality in captains
- Lack of assertiveness by crew members
- Cockpit distractions

Communication Skills

Develop a standard language and teach appropriate assertive behavior.

In a EMS situation, the crew should exchange only pertinent information.

A CRM-enriched environment encourages the freedom to question.

Communication Skills

Inquiry and advocacy are skills that promote synergy.

- They require practice and patience.
- Use buzzwords to signal discomfort.
 - Opens the door to inquiry and advocacy
 - Reserved for situations involving risk of injury

Communication Skills

Assertive statement process:

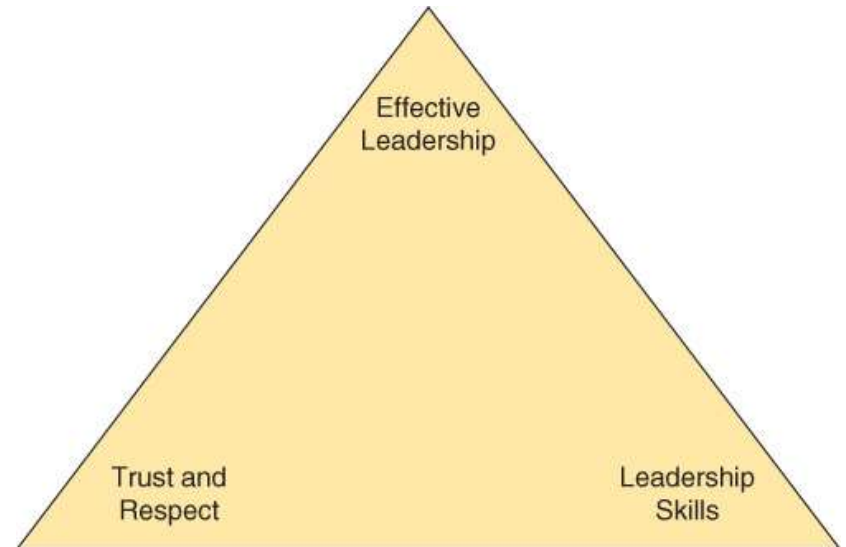
- Use an opening/attention getter.
- State your concern.
- State the problem as you see it.
- State a solution.
- Obtain agreement or buy-in.

Teamwork

Teamwork

Leadership

- Must earn trust and respect and have leadership skills
- Respect is based on competencies:
 - Personal
 - Technical
 - Social



Teamwork

Mentoring

- Help others develop skills
- Lead by example
- Admit to making mistakes
- Share knowledge

Teamwork

Handling conflict

- Focus on what is right, not who is right.
- Establish an open climate for error prevention.

Teamwork

Responsibility

- Final decision making rests with the leader.
- Foundation to manage emergency operations:
 - Risk a lot to save a lot.
 - Risk nothing to save what is already lost.

Teamwork

Followership

- Followers should perform self-assessment in four areas:
 - Physical condition
 - Mental condition
 - Attitude
 - Understanding human behavior

Teamwork

Each individual must have:

- Healthy appreciation for personal safety
- Healthy concern for safety of the crew
- Respect for authority
- Willingness to accept orders
- Knowledge of the limits of authority

Teamwork

Each individual must have:

- Desire to help the leader be successful
- Good communication skills
- Ability to provide constructive feedback
- Ability to admit errors
- Ability to keep ego in check

Teamwork

Each individual must have:

- Ability to balance assertiveness and authority
- Learning attitude
- Ability to perform demanding tasks
- Adaptability

Task Allocation

Task allocation: dividing responsibilities in a way to accomplish them effectively

- Safety is compromised with task overload.

Knowing one's own limits and the capacity of the team is the first step.

Task Allocation

Performance is enhanced through training classes and exercises.



Critical Decision Making

Decision making is improved through:

- Gaining experience
- Training constantly
- Improving communication skills
- Engaging in preincident preplanning

Situational Awareness

Situational awareness: accurate perception of what is going on around you

- Affects performance and decision making
- When not maintained, errors occur

Maintaining Emergency Scene Situational Awareness

Secure the scene.

Assess problems in the time available.

Gather information from all sources.

Choose the best option.

Monitor results and alter the plan.

Situational Awareness Loss Factors

Ambiguity

Distraction

Fixation

Overload

Complacency

Improper

Procedure

Unresolved

discrepancy

Recommending Change

The EMS officer is in the best position to lead change.

- The EMS officer has the best view of opportunities, challenges, and barriers.
- The CRM assertive statement process provides a model for discussing sensitive or consequential issues.

Summary

- Communications Skills are important
- Also important is the use of a standard EMS language
- Use buzzwords
- Teamwork through leadership, mentoring and fellowship
- Each member of team must have:
 - Appreciation for personal safety and crew safety
 - Respect for authority
 - Good communication skills
 - Learning attitude
 - Adapt ability